

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: August 17 – 21, 2015

WEEK: 2

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	<u>ENDURING UNDERSTANDINGS</u> 1. Gain from trade 2. Incentives 3. Interdependency (consequences) 4. Scarcity	<b>Do Now:</b> Q: Is there anything that is not scarce? <b>Ind</b> <b>Opening/Tie-in:</b> ongoing material to support understanding of EUs <b>WG</b>  <b>Work Session:</b> 1. Video Lecture – The Core of What Economics Teachers (35 min) <b>WG</b> (Jot down most important points of speaker) <b>Ind</b> 2. Discussion of most important points of the speaker <b>WG</b> 3. Makeup last week circle map and exercise # 1 <b>Ind</b>  <b>Closing:</b> Q: Do you now understand how much economics you already know? Why? <b>Ind</b> (Power Block – PBIS Poster)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Video Lecture Student Notebooks	<b>Formative:</b> Teacher Observation Q&A Makeup work  <b>Summative:</b>
TUES	<u>ENDURING UNDERSTANDINGS</u> 1. Gain from trade 2. Incentives 3. Interdependency (consequences) 4. Scarcity	<b>Do Now:</b> Circle Map – What 5 things needed to survive on deserted island? <b>Pair</b> <b>Opening/Tie-In:</b> Quick Do Now review and tie in to work session <b>WG</b>  <b>Work Session:</b> 1. Deserted Island Activity (30 min) <b>SG</b> 2. Discussion of group selections and logic used <b>WG</b>  <b>Closing:</b> Q: Why did the groups not have the same list of material? <b>Ind</b> <b>Homework:</b> Read Ch 1 for Thurs PPTs (skip Circular Flow p.14 & PPC pp. 21-22) Take brief notes to use during the PPTs Thurs (Power Block – Article: Baltimore's Unemployed and the True Cost of Minimum Wages) (Teacher read with student questions to clarify terms, etc.)	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Deserted Island Handout Student Notebooks	<b>Formative:</b> Teacher Observation Q&A Activity - Small group results  <b>Summative:</b>
WED	<u>ENDURING UNDERSTANDINGS</u> 1. Gain from trade 2. Incentives 3. Interdependency (consequences) 4. Scarcity	<b>Do Now:</b>  <b>Opening/Tie-In:</b> <u>TUESDAY OR WEDNESDAY IS SENIOR ID PICTURES THEREFORE, ONE DAY IS PICTURES AND THE OTHER IS</u> <b>Work Session:</b> <u>THE WORK LISTED FOR TUESDAY ABOVE</u>  <b>Closing:</b>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other		<b>Formative:</b>  <b>Summative:</b>
THUR	<b>EF 1</b> The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.  <b>EPF 1</b> The student will apply rational decision making to personal spending and saving choices.	<b>Do Now:</b> Get your Ch 1 notes from your student notebook <b>Ind</b> <b>Opening/Tie-In:</b> Just as thinking maps help minimize the amount of notes you take. We will look at how cut down on what you need from PPTs when you start with notes taken from your pre-reading <b>WG</b>  <b>Work Session:</b> 1. Chapter 1 PPTs (13 slides) 2. Students take notes by adding to pre-read notes 3. Discussion of styles, options  <b>Closing:</b> Place notes in student notebook with note on which style, option seems best (Power Block – Students take notes from Minimum Wages article)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Student Notebooks Chapter 1 PPTs	<b>Formative:</b> Teacher Observation Q&A  <b>Summative:</b>
FRI	<b>EF 1</b> The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.  <b>EPF 1</b> The student will apply rational decision making to personal spending and saving choices.	<b>Do Now:</b> Take out notebook and review notes from PPT and your note on best style <b>Ind</b> <b>Opening/Tie-In:</b> Note-taking will be in support of creating a tree map <b>WG</b>  <b>Work Session:</b> 1. Read pp. 7-9 on Factors of Production and take notes <b>Ind/Pair</b> 2. Create Tree Map of Factors of Production from the notes taken <b>Ind/Pair</b> 3. Turn in tree map for grade  <b>Closing:</b> Q: Do you see the benefit of pre-read note taking? <b>Ind</b> <b>Homework:</b> Remember we will have a 5 question quiz on Monday <b>Ind/Pair/SG</b> (Power Block – Students write paragraph on which argument is correct under section – Problem Solved, to include why it is correct)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Student Notebooks Textbook	<b>Formative:</b> Teacher Observation Q&A Tree Map Power Block Paragraph  <b>Summative:</b>